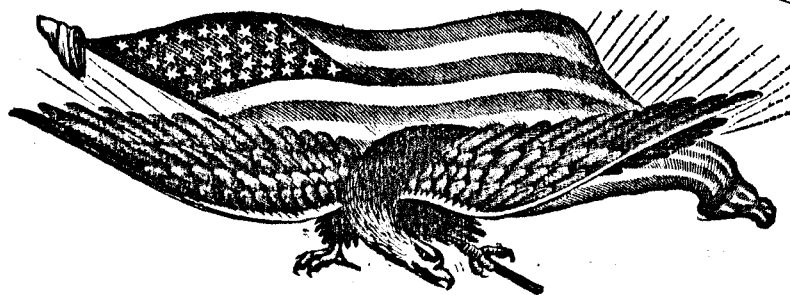


# NATIONAL DEAF MUTE GAZETTE.



A MONTHLY JOURNAL FOR ALL.

VOL. II.

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THE

## National Deaf Mute Gazette

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(SUCCESSOR TO PACKARD AND HOLMES.)

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### ANATOLE.

#### Chap. XI.

The first idea of Madame de Saverny was to have recourse to her brother that he might learn more from M. de St. Albert, but she feared the commandeur might be displeased with her for the indiscretion. "Since he has refused me," she said to herself, "his politeness will not allow him to yield to the importunity of another. Moreover, the cause of this mystery is possibly reasonable." Added to this reflection were others naturally caused by an adventure so strange. Valentine endeavored to treat the pretended secret as a pleasantry which would soon cease but her mind could not refrain from dwelling seriously upon it and without accounting to herself for the motives which restrained her, she resolved to speak of it to

no one.

A few days after the interview with the commandeur, Mademoiselle Cecile came to inform her mistress that poor St. Jean, to whom Madame la Marquise had been pleased to promise her protection, had now come to claim it. Mademoiselle Cecile was directed to admit him, and St. Jean, after dwelling upon his gratitude, informed Valentine that he had obtained a situation, but that his new master required a note of recommendation from the hand of Madame de Saverny.

"You are mistaken, St. Jean," said the marquise "it is surely the recommendation of my sister in law which is required and I will procure it for you."

"I ask your pardon, Madame," replied St. Jean, "but, indeed, I could not have deceived myself, for supposing that a certificate from those only whom I have served would be required, I named Madame la Comtesse de Nangis but the reply was that it would be useless to bring information from her and that I should be received only upon the recommendation of the Marquise de Saverny."

"What a singular caprice! who is this gentleman who trusts so implicitly to my recommendation?"

"I do not know his name, Madame."

"But you have seen him?"

"No, Madame. I was spending the evening quietly with my mother when a very elegant personage, whom I immediately recognized as a *valet de chambre*, came to enquire if I were the man who had been the cause of the accident which befell Madame on leaving the opera. I replied at first neither yes or no, for I was very sure that if a situation were in question, no one would be willing to engage a coachman who had committed such a great blunder. But seeing my embarrassment, he urged me to tell him the truth, and informed me that he had been commissioned to offer a good situation to the man who had just lost his own by having so badly controlled his horses."

"And you did not enquire who gave the commission?" interrupted Valentine with some impatience.

"Yes, Madame, indeed, but he replied that I should learn it when I entered his master's service."

"Perhaps the situation proposed is very undesirable."

"Oh! that is impossible, Madame. I am offered still higher wages than I received from Madame la Comtesse, and if what the *valet* says be true no one is more generous than his master."

"Do you not even know where he resides?"

"I know only that he is in the country, ten leagues from Paris, and that, if Madame la Marquise will have goodness to grant me the few words required, a conductor will take me tomorrow to his chateau."

"Very well," said Valentine after a moment of silence, "since such an advantage to you depends upon a word from me, I will give it you: I do not believe that I shall compromise myself by affirming what good I have heard of you."

"Ah! Madame may easily enquire, and every one in the hotel will say that if it were not for that unfortunate wedding breakfast, I should never have been blamed."

Valentine put an end to the regrets of St. Jean by giving him a billet, and invited him to come and tell her on his return if he were content with his new destination."

St. Jean felt himself greatly honored by such a proof of interest. He attributed it only to the extreme goodness of Madame de Saverny, and left to Mademoiselle Cecile the honor of discovering that he owed it all to the curiosity of the Marquise.

It is certain that Valentine was becoming impatient of the obscurity cast over everything which she desired to know, and but for the fear of hearing her sister repeat as a joke to all her friends, what St. Jean had said, she would have consulted her to know what to think of the matter. But the habitual irony of Madame de Nangis repressed the confidence of Valentine. She knew that the Comtesse would be sure to exclaim upon the romance of the adventures which succeeded each other and would not fail openly to express her opinion that this beautiful stranger who had already afforded her so much amusement, had been in pursuit of the coachman who had failed to kill Valentine, and had doubtless assured him of a pension in gratitude for the happiness, which he owed to him, of saving his heroine. The certainty of being obliged to endure this painful jesting confirmed Valentine in her determination to speak neither of the recital of St. Jean, nor of the visit of the commandeur.

Thus ridicule destroys frankness, even between friends; and it may be asserted that the fear of betrayed prevents confidence less than the dread of raillery.

#### A Criminal's Brother executed by Mistake.

A deplorable mistake was recently committed in the town of La Mancha, Spain. A criminal was being conducted to the place of execution, when he escaped and took refuge in an hospital. As admission could only be enforced in presence of the civil authorities, the building was surrounded until the corregidor (magistrate) could arrive. When that functionary came an entrance was obtained, and a person wearing a dressing gown and a night-cap was seen walking in the yard; an alguazil thought he recognized him as the fugitive, and arrested him. The man on being questioned did not reply, but gesticulated with great animation; he was nevertheless hurried away and the sentence of execution carried out without his having uttered a word. It turned out afterward that he was a deaf and dumb inmate of the hospital, and the brother of the real culprit, which last circumstance accounts for the resemblance.

An anecdote comes from Paris of an Englishman, who, when out riding, met another who was very deaf. "Riding, I see, as usual," screamed the good-natured Mr. X., "and how is your wife?" "Just bought her," replied the other; "and to tell the truth, she is a baddish lot. You know me. I never keep them if they don't suit me, and I shall get rid of her next week."

## OUR DEAF AND DUMB.

### REPORT OF

The Principal of the Illinois Institution for the Education of the Deaf and Dumb.

THE VARIOUS SYSTEMS OF EDUCATION IN AMERICA.

### HISTORY OF THE ILLINOIS INSTITUTION.

CONFERENCE OF EDUCATORS IN THE UNITED STATES.

GENTLEMEN:—The by-laws of our institution, in spirit, if not in letter, make it my duty from time to time to communicate to you any information I may possess, or recommendations deemed important affecting the interests, not only of our institution, but also of that class of persons of whose welfare in this State the laws have made you in some sense the custodians. A State which has never failed to meet to the fullest requirements or the case, the high responsibility which the advancing civilization of our time has devolved upon her; having of her charitable enterprises, which latterly have become the source of so much satisfaction and credit to her citizens, first undertaken the education of the deaf and dumb at a period in her history which was one of peculiar and unprecedented pecuniary embarrassment, when her credit was questioned, and when those who knew not the generous impulses of her citizens and the resolute enterprise of her people were considering the possibility, and indeed probability, of her repudiation. Happily such times and questionings have not again been experienced. This institution, the oldest of her systematic benefactions, has been followed by the establishment of others until now every class of unfortunates found among her citizens are provided with the means of their comfort, protection, and amelioration. May we not properly consider that from the blessings of Providence following these practical acknowledgements of human duty, her extraordinary advancement in wealth, power, population, and influence among the States of our Union, and among the nations of the world has since accrued.

Certain it is that while such institutions confer untold and inestimable blessings upon large numbers whose infirmities are their misfortune, rather than their fault—while they reflect honor upon our State as one of the most fitting exponents of the power and degree of her advancement in civilization, they also exert a reflex influence upon the people themselves, inspiring them with sentiments of honorable and dignified manhood which tend to elevate individuals and communities alike. This influence of great philanthropic enterprises and humanitarian movements is one not frequently considered, but yet of such power that it should not be lightly regarded either by the philanthropist or the statesman.

You are measurably familiar with the method of instruction of the deaf and dumb, known as the method of De l'Épée, which through the entire history of this institution has been here used to the exclusion of all others. With the successes achieved, I have reason gratefully to feel you have been satisfied. We should, however, be unworthy our time did we rest supinely on our accomplishments in the past and forego all efforts looking to improvements in the future. The spirit of the age forbids such a policy, the enlightened public sentiment of our commonwealth would be mortified and wounded by it. Justice to the unfortunate pleads against it, while a conscientious regard of duty to an honorable trust utterly estops it.

The purpose of all education is to develop the latent energies and faculties of men, and fit them for a successful encounter of the allotments of life, with the greatest possible pleasure, ease, and profit to themselves and benefit, to their fellows. This is as true of the purposes had in view in the education of the deaf and dumb as it is in that of any other class. The deaf and dumb are not a class of beings separate and distinct in their nature from the rest of mankind. They should not be regarded either as above or below their more favored hearing and speaking fellows. From some violation in the laws of

nature in their ancestors, or from some supervening casualty after birth, they have been deprived of an important sense which in the past has been almost universally regarded as essential to the full development of the faculty of speech. Our first consideration in undertaking their education should be to bring them in the shortest time to the nearest approach possible to what they would have been had they always enjoyed the sense of hearing. In other words, to make them as nearly like perfect men and women as we may be able. It is too obvious to require argument to show that if they can be brought into easy and ready communication with their fellow men, by the same means that their fellow men communicate among themselves, they will assimilate much more readily and effectually to them, than if some different method of communication is adopted, and that to an extent corresponding to their acquaintance with the usages and language of society they will be like the mass of mankind in general.

This idea is by no means new. Upon this theory have been based efforts in different ages of the world to instruct deaf mutes. Want of time now renders it impossible for me to recapitulate the history of these instances and their varying success. Upon this theory were based the labors of Heincke, in Germany, in the last century, simultaneously with those of De l'Épée in France upon the system of signs. The method of articulation—Heincke's having been previously tried—the system of signs being entirely new and original with the great and good De l'Épée. The controversies very naturally arising between these two systems may have been the means of causing the perpetuation of each, and the art of instructing the deaf and dumb to become a permanent science, whereas it had previously been desultory, and could not justly claim to be a science.

The system of signs was introduced into America by Dr. Thomas H. Gallaudet in the year 1817, he having been refused instruction in the method of articulation which he first sought in England. This system—the one of signs—has consequently become the one, until very lately, universally adopted in this country, but has been so far improved upon as received from the French, as to be not improperly termed the American system.

The comparative merits of these two systems have been a subject of controversy waged with more or less virulence, from time so time, both in Europe and America. Until very recently, the uniform and universal testimony of American instructors has been that the system of signs was vastly the better of the two. In the eleventh biennial report of this institution, which I had the honor to present to you in December, 1866, I stated that the system which we have followed—that of De l'Épée—while having certain desiderata had been fruitful of greater and better results than any other. At that time it was obvious to my mind that this subject was about to receive more and closer attention than it had ever before known in the public mind. My prognostications in this matter have already been realised, and it is being made a question of actual experiment, which time will fully and finally settle—an institution based upon the exclusive use of articulation as a means of instructing deaf mutes, having been established in the Commonwealth of Massachusetts.

I trust I shall not be understood as intimating that American instructors of the deaf and dumb have been entirely careless or thoughtless regarding this question. Such is not the fact. Four several deputations have been sent from American institutions to Europe, to visit the German schools and investigate this question, and report thereon. These visitations were attended by considerable expense to each of the institutions causing them to be made. The persons making them were honorable gentlemen, whose purposes were unquestionably candid, and who, doubtless, sought to be wholly unprejudiced. It is, however, urged by the advocates of the German system or method of articulation that the investigations of three of them were only partial, and entirely unfair. The Principal of one of the German schools remarks, speaking of one of these deputations, "He came among us deeply imbued with prejudices; with his purse in one hand and his watch in the other, he visited our schools, and observed narrowly, and with distrust, our mode of instruction."

The reports of three of these deputations were adverse to the German method. The fourth, made within the past year, has been followed by a report somewhat different—recommending a union of the two systems. There have been classes in articulation in one or more of the Eastern institutions, but as they were discontinued, the experiment was thought by many to be a failure.

In explanation of the position of this institution on this question, it is proper for me to remark that we have accepted the reports of the visitations above referred to, and the experiments with classes in articulation already named as final and conclusive, and have, until within a comparatively short period, regarded articulation as a means or object of instruction among deaf mutes as the veriest charlatanism, and have consequently given it no serious thought or consideration. The defects of our system of instruction we have sought to remedy in another way with encouraging results. For more definite information as to what particular efforts have been made to this end I respectfully refer you to a paper on "A better method of instructing a class of beginners," prepared by Prof. M. L. Brock of this institution, and read at the recent National Conference of Principals of deaf and dumb institutions. This paper received high commendations from members of the convention, and does honor to our institutions as well as to the gentleman who prepared it.

The reflections of the past few months, and observations made during a few weeks past, have convinced me that we have been in error in our estimation of the value of articulation in the education of the deaf and dumb, and compel me to frankly acknowledge that in the past, while conferring upon our pupils great advantages and benefits, yet we have pursued a policy of questionable justice if we have not unconsciously been doing a serious and great wrong to an important portion of them, by withholding from them a means of intercourse with mankind in general better than the one we supply. Among our pupils there have always been some—probably one fifth—who were such as are technically termed semi-mutes, persons who have retained the sense of hearing until several years of age, and have acquired more or less facility in the use of spoken language. The power of speech which these persons possess upon entering the institution should be fostered and improved but our custom has been to ignore it and substitute another language—signs—as a means of communication. Though they soon become enamored of the sign language and prefer its use to any other among themselves, and those who are familiar with it, yet its substitution is at the expense of spoken language with which alone mankind are generally acquainted. I do not wish to disparage the language of signs, which is one of great fluency and graphic power, but its idiom is so different from the idiom of spoken language, to the attainment of which even the most ardent advocates of signs admit it is only a means, that some teachers of deaf-mutes have thought it an obstacle in the way, rather than a help to the pupil.

There is another class among our pupils whom recent observations have convinced me are susceptible of instruction in lip-reading and articulation. I refer to certain natural mutes, that is persons who are congenitally deaf and dumb, who by reason of some special endowment possess an aptness in acquiring the use of the organs producing articulate sounds. What proportion of deaf-mutes generally are of this class, I have no means of determining, but incline to the opinion that, while perhaps small, it is larger than has been usually conceived to be the case. Who these individuals are, or how numerous, cannot be known until experiment in each case has been made. It is much to be regretted that parents do not always use intelligent and persistent means to develop this talent in their deaf mute children during early childhood, and especially that, as is very frequently the case immediately a child loses its hearing, even though it may have acquired considerable readiness in talking, all endeavors to cause it to retain this faculty are given up as hopeless and useless. A parent having a semi-mute child cannot do it a greater wrong than to neglect the cultivation of its speech. There is no good reason why a child which has once used a spoken language should ever lose that language. Even though its knowledge of speech may be very limited and imperfect, yet the few impressions received of its philosophy and power are sufficient to form a basis upon which to rest extensive and invaluable improvements.

It will be remembered that, in the summer of 1859, our institution had the pleasure of entertaining the Convention of American Instructors of the Deaf and Dumb. The unsettled state of public affairs has prevented its assembling since that time, though repeated efforts have been made to bring it together. As a partial substitute a conference of Principals of American Institutions for Deaf-Mutes was called, to meet in the city of Washington, by the officers of the National College for Deaf and Dumb, who tendered their generous

hospitality to all who might be present. This conference was held in May last. Acting under the advice of the President of our Board of Directors, I attended this conference. The Principals of the institutions in Connecticut, New York, Washington City, Virginia, North Carolina, Georgia, Alabama, Missouri, Iowa, Wisconsin, Ohio, Illinois, Indiana, and Michigan were present, as was also the venerable H. P. Peet, L. L. D., the Nestor of this profession; and Rev. W. W. Turner for many years Principal of the American Asylum. Mr. Wilkinson, the principal of the California Institution, came East for the purpose of attending the conference, but the vessel in which he sailed did not arrive in season for us to enjoy his presence.

Twelve papers on topics relating to the education of the deaf and dumb were presented and read before the conference, four of these papers being prepared by officers of this institution.

The subjects which elicited most controversy were "The early instruction of pupils" and "Articulation;" the first of these was presented in two papers prepared by Dr. H. P. Peet, and Prof. M. L. Brock, and the second in two papers prepared by President E. M. Gallaudet and Professor John H. Woods.

It will be impossible, in the limited time and space now at my disposal, to give an extended or succinct account of the transactions and deliberations of the conference which I deem very desirable and important to be laid before you. Fortunately, I shall be able shortly to forward to each of you printed copies of all the papers and discussions of the conference, prepared by a competent stenographic reporter: for the present I will content myself with appending certain of the resolutions adopted by the conference after mature discussion. These resolutions received almost the unanimous vote of the conference.

*"Resolved, That in the opinion of this conference it is the duty of all institutions for the education of the deaf and dumb to provide adequate means for imparting instruction in articulation in lip-reading to such of their pupils as may be able to engage with profit in exercises of this nature."*

*"Resolved, That, while in our judgment it is desirable to give semi-mutes and semi-deaf children every facility for retaining and improving any power of articulate speech which they may possess, it is not profitable except in promising cases, discovered after fair experiment, to teach congenital mutes articulation."*

*"Resolved, That to obtain success in this department of instruction an added force of instructors will be necessary, and this conference hereby recommends to boards of directors of institutions for the deaf and dumb in this country, that speedy measures be taken to provide the funds needed for the prosecution of this work."*

*"Resolved, That the American system of deaf mute education, as practiced in the institutions in this country for the last fifty years, commends itself by the best of all tests—that of prolonged, careful, and successful experiment—as in a preeminent degree adapted to relieve the peculiar misfortune of deaf mutes as a class, and restore them to the blessings of society."*

Upon the last of these resolutions there was more difference of opinion than upon the others. Some members of the convention feeling that as during the last fifty years the instruction of semi-mutes in spoken language had been shamefully repudiated, and the facility in speech they had possessed on entering the institution had been practically ignored by the American system, they could not testify so strongly as the resolution sets forth as to its pre-eminent adaptedness, as heretofore practiced, to relieve the peculiar misfortune of this class of deaf mutes.

I have already mentioned that the State of Massachusetts has within a few years established a school for the deaf and dumb, wherein the method of articulation alone is used—the use of the manual alphabet even being prohibited. In company with the principals of the Iowa and Wisconsin institutions, I visited this school at Northampton, Mass. I am under very great obligations to Mr. Gardner G. Hubbard, the President of the Board of Directors of that Institution, for much attention and assistance given me—he having surrendered the larger part of a week from business engagements, to facilitate a thorough investigation into the method of instruction adopted in their school, as well as the degree of success realized. In this, he was seconded most heartily by Miss Harriet B. Rogers, the lady who organized this new school, and whose active energy and ingenuity, added to the impulses of a sympathizing and philanthropic

heart, have secured for it an honorable place among the institutions of that vigorous State, and devised the peculiar processes of instruction there pursued.

I passed two days at this institution, observing the method of instruction, and testing the success of the labors expended. The method impressed me as philosophical, and the success, in certain cases, far surpassed what I had supposed to be within the range of possibilities. The gentlemen who were there from the other institutions above referred to, expressed themselves as similarly impressed both in public and private. I have no authority to speak for them, but I am sure they will pardon the liberty I have thus taken. Semi-mutes readily comprehended the remarks of teachers or others from the motions of the organs of speech, having their lessons taught and explained to them in this way by their teachers, and used their own voice and organs of speech intelligibly and intelligently. Some natural mutes were quite expert in lip-reading, and conversed with comparative ease and fluency in articulate speech, which was understood by the strangers present without difficulty. The voice as might be expected in such cases was peculiar but not disagreeable.

So early in the history of this school—it being now only in its third year, it would not be wise or prudent to predicate too positively any theories upon this enterprise. Still facts are God's arguments, and to the extent we become apprised of them, should not be denied or suppressed, but rather made conducive to our own improvement and advantage. I think I had divested myself of prejudice before visiting this institution, but I certainly had no warm prepossessions in its favor. The result of my visit has been very much to modify my preconceived ideas, as this report has already indicated. The President of the board and teachers are all evidently laboring as fervently for the greatest welfare of the deaf and dumb, as are the officers of our own or any other institution. Their system of instruction is very different from ours, wholly ignoring the language of signs. To the extent that their system is suited to the instruction of the deaf and dumb as a class, it is preferable and superior to ours. What the extent of its applicability to this class is, has not yet been shown, nor do I understand the officers of that institution to express any positive opinion on this point. Our system we do know, however, is susceptible of being applied to the instruction of all deaf mutes.

While it is true, as stated in the report of the Legislative Committee to the Governor who made their investigations of the affairs of this institution last fall, that the officers of this institution are prepared to adopt any other system of instruction besides the one we now pursue, whenever another shall show its superiority over ours, it would not be right to suffer ours to give way to another farther than the interests of the deaf and dumb would certainly be promoted thereby; yet as far as our way seems clear to make improvements on the past, we should not hesitate to make new methods or enterprises.

Our circumstances are as favorable for testing this question of the feasibility of articulation as a method or object of instruction as are those of any other institution—while our pupils are entitled to any and all advantages we may be able to give them. Citizens of our State, and especially some parents and friends of our pupils, are manifesting concern on the subject. I will state that my mind is not entirely clear whether a union of these two systems of signs and articulations in one institution is favorable to the greatest success of either or both, and upon that point I do not now desire to express any opinion, believing that much may be said on both sides of the question, and that any statement now could only be one of opinion theoretically, no fair experiment of such a union in this country having yet been made. The truth in the case can be known only when such a trial has been prosecuted. In view of these facts, I respectfully ask your honorable board for authority to organize in our institution a department of articulation, and to employ two or more teachers, as may after further reflection and counsel, be found desirable or necessary for its entire success and efficiency. I regret that limited time and unusual pressure of cares that would not be put off, consequent upon the closing of another term have prevented the better preparation of this report, and of plans and recommendations more in detail. The subject is one requiring no small amount of consideration, as there is nothing of the kind proposed elsewhere after which we can model. After it has been set in operation, if you should regard these recommendations favorably, it may and doubtless will be found necessary to alter and amend any plans

we might at first enter upon. It is the dictate of prudence to make any organization flexible, so that it may be suited to varying circumstances, as time and trial show needful.

With great respect, I have the honor to be,

PHILIP G. GILLETT,

Principal of Ill. Institution for Education on Deaf and Dumb.

The foregoing report was received by the board and ordered to be filed. Messrs. Jno. R. Woods, I. G. Wilson, Wm. Thomas and Philip G. Gillett were appointed a committee to whom the entire subject was referred, with authority to carry into effect the recommendations of the report.

*The Chicago Republican*, June 23, 1868.

## UP AND DOWN AMONG THE STATES.

No. 1.

By ALBERT J. HASTY.

### Outward bound for "the Hub."

Our philosophizing was interrupted one day by the door being thrown open when in rushed our old friend Dick Dashaway with a hearty slap on my shoulder.

"How are old b'hoys?—lively as a tom cat—eh?—glad to hear it—say—old fellow this is jolly"—and Dick completely out of breath bolted into my easy chair and up went his boots on the mantelpiece.

"Really, Dick, I'm surprised—what is the matter?" said I gravely.

"Matter!—bless you—why!! I'm off for 'the Hub.'"

"Now Dick, you dont mean—"

"Not a word my dear fellow—lots of fishing plenty of fun—so here's ago"—interrupted Dick impetuously.

"So you are going by sea."

"Exactly!" vociferated Dick, "so pack up duds, we'll keep company. By thunder! won't we be jolly?"

Now Dick don't swear, but he is a very wild fellow, and speaks strongly sometimes—and then too, he is such a glorious travelling companion—always in good humor; always the same; just such a person as one never tires of.

"Well, Dick, when shall we start, and where is your vessel?"

"Start!—right away—now; as for the vessel she is an old tub of a sloop and is in the harbor opposite Bangor—so hurry up old boy."

And hurry up I did. Soon all was ready, and we went round to say "good bye." The usual display of handkerchiefs followed and the ladies said it was, "too bad," "I'm sorry," "Oh! don't go,"—etc. At last this ceremony was got through with and we proceeded to stow ourselves on the "Lady Adams," bound from Bangor to "the Hub of the Universe," on board of which vessel Dick had engaged a passage.

The "Lady Adams," was about 95 tons register. She was high in the stern and low in the bows while there was not the slightest suspicion of paint about her and hardly a sound timber in her hull. As for sail, why she had one immense "leg of mutton" sail, so skilfully patched that the original was quite indistinguishable; and the whole looked as if a "cap full of wind" would tear it to ribbons.

A look in the cabin made me think I was aboard Capt. Kidd's pirate ship. A stove in one corner of ante-diluvian origin was in good keeping with the surroundings. The cabin was so low that it was impossible to stand upright.

The "Lady Adams" was so heavily laden with brick that the water was nearly on a level with the deck. As for her sailing qualities,—well—they were quite "considerable" as Dick said, for with "every

rag in the wind" she could crawl "her steady way through the foaming deep" like a—snail.

"We may as well make up our minds at once that we shall be safely anchored at the bottom of old ocean by the time we are half way there."

"Ah! *mon-cher*—never mind—that's part of the fun you see—take it easy—the Insurance Co. will foot the bills as I've a policy here," replied Dick with resignation.

As there was no backing out I "shipped" at once, and we made ourselves at home. We had just got fairly settled down when a peculiar noise on deck attracted my attention.

"What is that noise Dick?" I queried.

"Dear fellow, they are only pumping her out."

"What! does she leak?"

"Leak!" exclaimed Dick as if a new idea had struck him—"Leak! bless you, yes, she leaks so badly they have to pump half the time!"

"A splendid prospect," said I meekly.

"Very," replied Dick dryly.

An ominous silence followed.

At this juncture seven bells were rung, and "all hands piped to mess;" this gave me ample opportunity for getting acquainted with the crew of the "Lady Adams." A glance was sufficient to assure me that they were "gotten up regardless," very. "The Cap'n" was a weather beaten old salt, finely developed and a "crack Cap'n" as Dick said. What was more, he was never in a hurry and always at ease. Next came the mate "a gentleman" of the purest Hibernian caste, and full of good humor. As Dick said, he was a "bully fellow" by all means. As for the crew, they looked as if they had long been strangers to—

"The falling music of a gracious word.

Or the stray sunshine of a smile."

However, they were physically a fine set, so I took a fancy to them at once, as I am a great admirer of the "human form divine." And then too, there was "Jeems," the cook, an important individual, in his own estimation at any rate and a "regular brick" in Dick's, which last individual by the way, was a "brick" himself *any how*, tho' he "didn't think so," *of course not*, dear fellow. Last but not least by any means were the passengers—Dick and myself. *Of course*, a "gooder" pair of young scamps was to be found nowhere.

That evening had been appointed for the sailing of the "Lady Adams," but in consequence of its having rained "great guns" all the afternoon, our departure had been postponed. Toward evening, however, it dried up a little and rained "pop guns!!" At Dicks earnest solicitations, "the Cap'n" concluded to get under way as there was a good wind. Accordingly hauled out into the stream, when the wind suddenly died out, the rain came down faster than ever and so we let go the anchor, made snug and "turned in" for the night.

The sun was high in the heavens when I tumbled on deck the next morning. The anchor had already been hove, and the "Lady Adams" was standing down the Penobscot under full sail with a stiff breeze from the northward, Bangor, with its buildings and steeples—

"Lofty and stately and grand,"—

was just passing from view.

"Good bye to Bangor!" I shouted and my cap was twirled in the air.

"Amen!" yelled Dick, bounding up the companion way: then jumping over my shoulders on to the poop he sung out—

"Goo-o-o-d b-y-e to Bang-or!"

We were now "fairly under weigh." The day was—well, I won't attempt to describe. "All nature smiled" and kept on smiling all



day. The crew and passengers all "smiled." The air was cool and bracing, and our good spirits (no others on board) rose for the occasion. Dick was wild as usual, the crew were jolly and we enjoyed ourselves "muchly." Wishing to view the scenery we kept the deck all day. The Penobscot widened and deepened and we encountered sea going craft, whose white sails contrasted beautifully with the dark somber pines which covered the wild and rugged shores down to the waters edge. Bucksport with its batteries and fortifications was passed and we stood down the river for Belfast Bay. The scenery here was "weird and wild." The dense growth of pines gave an air of solitude to the scene that was almost oppressive. A solitary bald eagle wheeling in mid-heaven gave additional effect to the scene.

A few hours steady sail brought us nearly abreast of Fort Point when we were becalmed. The sun was now sinking behind the hills, gilding the landscape with a flood of gold and crimson light. Soon the shades of night fell like a mantle.

"O'er hill and vale and sleeping water."

Dense masses of clouds now rolled up across the horizon and the rain poured down in torrents. Dick and myself went below and turned in for the night.

Catching the breeze again early in the morning, the "Lady Adams" was close hauled on the wind, all sail set, and she stood in for Searsport, running across Belfast Bay. At half past nine o'clock, came too, in the harbor of Searsport and let go our anchor. After all was "made snug aloft and below," we fixed up and went ashore to "do" the place.

Searsport has a fine harbor and boasts of as fine ships as can be found on salt water. We remained in this place two days, wind bound. At last, catching a good northerly wind we got under way and the "Lady Adams" was soon standing down the Bay. Belfast was now spoken in the distance, off the starboard bow. Half an hour later Pickey's Bluff hove in sight. Toward noon the wind freshened again and we were carried rapidly out into Penobscot Bay. Night came on, clouds overcast the sky and rain began to fall, the "Lady Adams" was therefore hauled into Sail Harbor for an anchorage. Early in the morning sail was set and with a strong wind blowing to the southward we stood for Rockland. The sun came out bright and warm, the wind blowing a gale. A heavy swell was coming in from sea and our craft pitched heavily—we were having our first taste of salt water. The scene presented to the eye was animating to the last degree. The foam covered expanse of the Bay was alive with vessels of all sizes—more than thirty sail being in sight—some standing in from sea close hauled on the wind—some outward bound under full sail in the winds eye; others yet, were running down on the starboard or port tack under shortened sail. An unknown schooner stood straight in for us and crossed our bows under a full head of sail—her decks swarming with men and colors flying. She presented a splendid appearance as she swept past us, dashing the foam from her bows as she plowed her way steadily through the foaming billows.

Standing outward, Rockland was passed and Owl Head Light-house was spoken, soon after White Head hove in sight and our trip down the coast of Maine fairly commenced. Every object of interest was noted—Saint George, Squirrel Island—each and all of the rock bound islands received a passing glance. Making the mouth of the Kennebec River, we hauled our wind on the port tack and stood boldly out to sea the waves went down as the shades of night gathered round us; one by one the stars came out and the crescent moon rose high in the heavens. I was on deck with the first gray dawn of the coming day, it was cloudy and the cap'n had concluded to run for Port-

land. We had just spoke Cape Elizabeth in sight of Portland when Aquarius and Boreas kicked up a tremendous row overhead, and the Lady Adams was soon driving before the tempest—the foam flew in cloud from her bows as she rushed through the seething rollers. The sun now went down leaving us in almost mid-night darkness—while the sullen roar of the breakers as they dashed themselves on the rock bound shore came distinctly to the ear. About nine "Portland Light" came up to view and under its guidance we made the harbor letting go our anchor inside the breakwater at half past ten o'clock. We remained here three days, which we spent in viewing the city and visiting the islands in Casco bay. A gale springing up we dragged our anchor and stood down the coast. Doubled Cape Elizabeth, spoke Mount Metticus—Cape Neddock—Cape Ann,—Half Way Rock—and the next day "came to" in Cape Ann Harbor, Mass. Next day, made sail and passed Marblehead—doubled Nahant, and stood in for Boston Harbor by the "Middle Passage."

Six large steamers were in sight—a multitude of sailing vessels going and coming, and a dense cloud of smoke over hanging the city in the distance, betokened that we were approaching the metropolis of New England.

Hauling up into the harbor our anchor was let go, off the United States Navy Yard, Charlestown, just two weeks from the day we left Bangor, Maine.

Prof Mount, superintendent of the Mute Institute, has two new pupils more in charge,—the daughters of Mr. Berry, of Augusta,—one—a mute—a bright-eyed little girl, of nine summers and her sister, a very accomplished young lady of seventeen, who came here to take lessons under Prof. Mount in the sign language, in order to teach her little sister at home.

We paid the Prof, a visit a few days since, and were presented by him, with a report of the Mute Institute in Pennsylvania, where he took his first lessons in years bygone. It is a very interesting document. We extract from the report the following:

#### THE MUTE'S LAMENT.

BY JOHN CARLIN. A. M.

I move—a silent exile on this earth;  
As in his dreary cell one doomed for life.  
My tongue is mute, and closed ear heareth not;  
No gleam of hope this darkened mind assures,  
That the blest power of speech shall e'er be known.  
Murmuring gaily o'er their pebbly beds,  
The limpid streamlets, as they onward flow  
Through verdant meadows and responding wood lands.  
Vocal with merry tones, I hear them not.  
The linnet's dulcet tone; the robin's strain;  
The whippoorwill's; the lightsome mock-bird's cry.  
When merrily from branch to branch they skip,  
Flap their blithe wings, and o'er the tranquil air  
Diffuse their melodies—I hear them not.  
The touches lyric of the lute divine,  
Obedient to the rise, the cadence soft,  
And the deep pause of maiden's pensive song,  
While swells her heart with love's elated life,  
Draw forth its mellow tones—I hear them not.

Morning Republic, Little Rock, Ark., June 15, 1868.



## FARMER'S COLUMN FOR AUGUST.

Many farmers will continue making hay through most or all of this month, and it is very good policy to save all that will pay for cutting. Even what is too coarse and dry for fodder will do good service for bedding, to keep your poor cattle or pigs out of the snow or the mud, and to increase your manure heap. Grass that is ripe and nearly dry will of course need much less drying than what is not earlier. Unless it is full of green weeds, you can often rake it up within two or three hours after mowing, if the sun shines well. Remember that too much drying greatly diminishes the value of hay, making it little if any better than straw.

Oats are usually ripe about the first of this month. Remember, first to cut them before they are so ripe as to shell out, and then not to put them in the barn till well dried. No kind of grain is so apt to spoil in the mow by being put in before well dried as oats. Stock or stack the sheaves in the field for a couple of days, and if they get damp by perspiration, spread them in the sun to dry before putting them in the barn. You can keep off rain by covering with old wagon covers or the like.

Look to your sheep—and smear their noses with tar to keep away the flies that try to lay their eggs in the poor creature's nostrils, whence worms in the nose and head.

Sow turnips early this month, if you were prevented doing it in July.

As soon as your haying hurry is over, set all your forces to cut up bushes in your meadows and pastures. Also cut up bogs, and let them dry to burn. Also get out manure, if you have any to spare, and spread over your mowing grounds. Also kill all weeds before they can go to seed. Never have a weed ripen its seed on your place.

This month is the time for budding peach trees and other stone fruit.

Some make new beds of strawberries the latter part of this month.

J. R. B.

**THE CLARKE INSTITUTION FOR DEAF MUTES.**—This institution, at Northampton, is to be enlarged so as to receive more pupils. The number will be limited to thirty-five, and there are more than applications to fill the room of the number. The income for the current year will be about \$9135 72, and the expenses about \$7135 00; leaving a balance in the treasury of about \$2000, which goes to increase the fund of \$50,000. The average number of pupils for the year has been about 18, making the cost of each pupil about \$395 per year.

## Base Ball.

The Fanwoods, of the New York Institution for the Deaf and Dumb have recently joined the New York Association of Base Ball players and hope, when the season opens, to come out in full force and avenge their late defeat by the Kendall's of Washington, D. C. and also to whip several neighboring clubs and go through the season right smart.

PROSPECTUS OF THE  
NATIONAL DEAF-MUTE GAZETTE.

A paper devoted to the interests of the deaf and dumb is of vital necessity to the welfare of this class of our community.

To meet this want the National Gazette was started and we have endeavored faithfully to carry out the aims of its early friends and founders and to promote the interests of the Deaf and Dumb.

At the solicitation of several valued friends we have prepared the following prospectus which we shall strive to carry out.

1st. To make the Gazette the medium of communication between the deaf mutes of the entire country, and to supply valuable and authentic information on every subject of particular interest to them.

2d. To discuss all questions relating to the education of the deaf and dumb and to their religious interests and spiritual condition.

3d. To notice the reports of the various Institutions for Deaf Mutes which we may receive and to publish reports of all conventions, meetings and proceedings of societies relating to the condition of the deaf and dumb.

4th. To publish papers, letters or communication from the Principals or Professors of the various Institutions and from other friends of the deaf.

5th. Articles of a political or sectarian character will not be published.

6th. We intend to make the Gazette a family and home paper and nothing will be allowed in its column, which any father or mother of a family would object to having read in the home circle.

The introduction of articulation into our system of education either by the plan recommended by Mr. Gallaudet, the excellent President of Columbia College, as an auxiliary to the present system, or by the method adopted at the Clarke Institution by dispensing with signs, is at present attracting great attention.

We, therefore, solicit for publication papers and communications upon the subject; and pledge ourselves to publish in the future, as we have done in the past all proper articles either for or against the new or old system.

This paper is owned, printed, published and edited by deaf mutes and is the only paper printed in the English language having these objects in view. We know the wants of the class to which we belong, and with the help of the friends of the deaf and dumb, trust we may do something to advance their interests and promote their pleasure and happiness.

We invite reports, papers, original articles, items of news, notices of marriages and deaths and of any other matters of interest to our readers.

The National Deaf Mute Gazette will be published, on the first of each month. TERMS \$1.50 per year in advance.

Mons. Henrion, of Liege, born deaf and dumb, and who has devoted forty years to the instruction of his brothers in misfortune, has just received from the King of the Belgians the cross of the order of Leopold. He was a pupil of the Abbé Sicard, and, with M. Poupplin, whose son-in-law he became, was the founder of the *institution des sourds-et-muets* in the above-named town. On this occasion a large number of his former pupils waited on him to congratulate him, and to present to him an address, which was communicated by signs, and to which M. Henrion replied in the same manner.

Libby Prison has been sold, and is being stripped by relic hunters.

## EDITORIAL.



**Tenth Annual Report of the  
Columbia Institution for the Deaf and Dumb for the year  
Ending June 3d. 1867.**

We owe an apology to our readers for not having noticed this interesting and valuable report several months ago. President E. M. Gallaudet sailed for Europe in April 1867 and spent nearly six months in visiting many of the deaf mute Institutions in Europe. The results of his observations are given in this report a fair and interesting account of the various systems of instruction now in use abroad.

Messrs. Day, Weld and Peet visited most of these Institutions many years ago. Some of the conclusions which Mr. Gallaudet formed coincide more nearly than a casual reader would suppose, with those at which these gentlemen arrived. They reported that articulation could be successfully taught in certain cases and advised its introduction into our schools, where signs alone had been used. These recommendations unfortunately bore no fruit, neither the Institutions nor the public were then prepared for any radical changes in the system of instruction.

Since these reports were published the systems of education in the continental schools have been greatly modified. Into the articulating schools signs have been introduced, and in schools where signs alone were used, articulation has been taught. The result President Gallaudet considers beneficial in both cases.

President Gallaudet recommends the introduction of this combined system into our schools, and at the close of the report says "I therefore respectfully advise,

1st. That instruction in artificial speech and lip-reading be entered upon at as early a day as possible, that all our pupils in our primary department be afforded opportunities of engaging in this until it plainly appears that success is unlikely to crown their efforts; that with those who evince facility in oral exercises, instruction shall be continued during their entire residence in the Institution.

2d. That in order to afford time for this new branch without depriving our pupils in any degree of that amount of training necessary properly to educate their intellectual and moral faculties, the term of study in the primary department be extended to nine years, and that the age of admission be fixed at eight years instead of ten as heretofore.

3d. That such additions be made to our staff of teachers as may be needed to secure thorough and effective instruction in this new hired effort."

We are informed that President Gallaudet intends to publish a more extended account of his journey, of the institutions he visited, and of the efforts made in the different countries of Europe for the improvement and education of the deaf. This work will be of permanent value, and we shall look for it with great interest.

A State institution for deaf and dumb is to be opened at Frederick, Maryland, in September.

The recent arrest of two deaf mutes in Baltimore should serve as a warning to all those moving from place to place begging, swindling or plying any dishonest vocation. This class is already too numerous and is on the increase. We hope officers and ministers of the law will show no sympathy to these people. Their infirmity should not shield them. Deal out to them the severest penalty known to the law, and then not till then will this class be got rid off.

The great Convention at Brattleboro promises to be a success. The committee of arrangements have issued their circular, which appears in another column.

We shall give a very full report of the proceedings in our September number if they come to hand in season.

### GREAT WOLF HUNT.

**Two Hundred Sportsmen in the field. Brilliant Success. A Pack of Wolves Discovered. One Killed, Four Captured, and Four escaped. Enormous Size of the Beasts! Another Grand Hunt To-Day and May 9th.**

Pursuant to the announcement in Thursday's REGISTER, the able-bodied men living near Castalia, Erie county, assembled with guns and dogs and enthusiasm, at Castalia, last May 1, Friday morning at eight o'clock, where they were joined by citizens from various other localities, including Sandusky and Clyde. An organization was promptly effected and the party of over two hundred huntsmen proceeded to surround the piece of woods lying between Turner's Mills and Castalia, or rather the line formed and scoured the woods from Turner's Mill toward the "Ox bow" prairie. The excitement was intense and frequently laughable. All sorts of fire arms were present, from a silver-mounted Henry rifle to a flint lock horse pistol. Veterans of the war of 1812 vied with veterans of the war of 1861 to get the first shot at the "varmints." Several shot-guns were loaded with the powder on top, and one excited young man from Sandusky put four distinct loads in his gun without discharging any of them. Notwithstanding the excitement, the organization was pretty sustained, and the line was kept intact.

About 10 o'clock in the morning as the hunters approached "Ox-bow Prairie" one grey male wolf of large size broke cover and attempted to cross the open prairie. A line of men were on the other side and awaited his approach. Among us the party were four deaf and dumb brothers named Hunt, who live at Castalia. One of these, James, saw the wolf coming directly toward him and dropped down in a depression of the Prairie to await his arrival within easy range of his shot gun. His wolfship approached at a rapid lope and while passing within three rods of Hunt the latter fired, planting a load of buck-shot in the wolf's body behind the fore leg. He ran a short distance and fell when another shot was fired which dispatched him, altho' the first one would have been fatal.

The cry of "wolf killed!" broke up the organization and all hands rushed to see the dead "monster." He proved to be a grey wolf of the very largest size known to this region measuring five feet from tip to tip and nearly two and a half feet high. His jaws were of immense size and his whole aspect unusually savage.

An attempt was next made to reorganize the force and continue the hunt, but the effort was not very successful. Every body was intent on being the first to shoot the next wolf and the line was not



kept up. In the course of the next two hours four other wolves, one grey and three black were seen and fired on but escaped through a gap in the line.

About noon a colored man, who works for Calvin Caswell, while scouring the woods for larger game found, about one mile from Castalia (six miles from Sandusky,) the nest or den of one of the she-wolves containing four sleek cubs evidently about a week old. These were brought in and distributed as trophies among the party. One was brought to this city by Messrs. Center and Latham, who did yeoman's service in the day's campaign.

It now being certain that there is a dangerous pack of wolves in Margaretta township, a second grand hunt will be held on Saturday, to which all are invited. It is believed that with good generalship the entire pack can be killed this time.

There are many speculations as to where these animals came from, some holding that they crossed from Canada on the ice, others that they came from Michigan, others that they came from Williams Co., this State. On Thursday, in broad day light, and within half a mile of Castalia, one of these pleasant visitors entered the sheep pasture of Mr. Ransom, and commenced an indiscriminate slaughter, and only desisted and galloped sullenly away, when Mr. R. entered the field in person. Until these wolves were seen the wholesale slaughter of sheep in Margaretta was charged upon the dogs, and a general shooting of suspected canines resulted. Many an innocent Towser has suffered for the sins of Lunus.

Wolves to be seen at Mill' block, second story. Proceeds of the exhibition for the benefit of the Deaf Mute.

*Exchange.* Ohio, May 1st, 1868.

#### A WONDERFUL STORY.

The following wonderful story is said to have been taken from the logbook of a vessel which arrived in New York:

In the course of the voyage, that dreadful disease, ship fever, broke out among the crew. One of the sailors, among the first victims, was accompanied by his son, a lad of fourteen years, who was strongly attached to his father, and remained with him day and night, and never could be persuaded to leave his sick father for a moment.

A large shark was seen every day following the vessel, evidently for the purpose of devouring any one who should die and be committed to the deep.

After lingering a few days, the sailor died. As was the custom at sea, he was sewed up in a blanket, and for the purpose of sinking him, an old grindstone and a carpenter's axe were put in with him. The very impressive service of the Episcopal Church was then read, and the body committed to the deep.

The poor boy, who had watched the proceedings closely, plunged in after his father, when the enormous shark swallowed them both. The second day after this dreadful scene as the shark continued to follow the vessel—for there were others sick in the ship—one of the sailors proposed as they had a shark hook on board, to make an effort to take him.

They fastened the hook to a long rope, and baited it with a piece of pork, threw it into the sea, and the shark instantly swallowed it. Having thus hooked him, by means of a windlass they hoisted him on board. After he was dead they prepared to open him, when one of the sailors, stooping down for that purpose, suddenly paused, and after listening a few moments, declared most solemnly he heard a low guttural sound, which appeared to proceed from the shark. The sailors, after enjoying a hearty laugh at his expense, proceeded to listen for themselves, when they were compelled to admit they heard

a similar sound. They then proceeded to open the shark, when the mystery was explained.

It appears the sailor was not dead but in a trance; and his son, on making this discovery when inside the shark, had, by means of a knife, ripped open the blanket. Having thus liberated his father, they both went to work and righted up the old grindstone—the boy was turning, the father was holding on the old ship carpenter's axe, sharpening it for the purpose of cutting their way out of Jonah-like prison, which occasioned the noise heard by the sailor. As it was the hottest season of the year, and very little air stirring where they were at work, they were both sweating tremendously.

*The Union Register, Va., May 9th. 1868*

#### GREAT INDUCEMENT.

The *National Deaf-Mute Gazette* is published monthly at \$1.50 per annum. The proprietor makes the liberal offer to any one who will send him the names and address of twenty *new* subscribers and twenty dollars, to forward the *Gazette* for one year.

It will be seen that the person getting the twenty subscribers will be entitled to retain ten dollars.



#### SILENTIA.

Softly the shadows come and pass  
As the birds go lightly by,  
Like waving blots on the shining grass  
Or against the bright blue sky—  
And I know that birds sing heavenly songs,  
For in days now past and gone  
This ear, that gives no sound or thrill,  
Drank in each liquid tone.

In solemn silence, dark and deep,  
Life's current slowly flows,  
Its course so still, no echo breaks  
The changeless, drear repose.  
I see the eye grow quickly bright  
And smiles on the faces dear;  
I thank my God for the gift of sight,  
But a voice I never hear.

No footfall tells that friends are nigh,  
For they come and go like ghosts—  
Appear beside me quick as thought,  
And as swiftly they are lost.  
When a skillful hand sweeps o'er the chords,  
Then I see the harp strings thrill;  
But the wave of music finds no shore  
To break on—all is still.

Then I think of Him, whose potent touch  
Unstopped the deafened ear,  
Thankful of heart, through Him I know  
In the better land I'll hear—  
When the angel songs through the ranks resound,  
And the harpers' praises swell,  
On "the shining shore" will the tide come in,  
And the breakers say, "All's well!"

☞ The Siamese twins have gone to Paris for a surgical divorce.

### THE DEAF AND DUMB ASYLUM.

**The School in the New Buildings Built by the State—Qualifications of Superintendant Noyes for the Place—Number of Pupils. Their Great Proficiency. The System of Teaching.**

FAIRBAULT, Minn., July 6, 1868.

*To the Editor of the Gazette:*

Permit me the use of a small space in your columns while I say a word or two, in regard to the Deaf and Dumb Asylum, located at this point.

THIS IS A STATE INSTITUTION, designed for *all* the mutes in the State, as I understand it; and it is desired that all such should become inmates and students of the school.

This school is now fully installed in the magnificent State edifice built for its use, and standing on a high bluff, giving an outlook on every hand, rarely surpassed in beauty and interest. The school is under the superintendency of

PROF. J. L. NOYES, A. M.

Prof. Noyes is a man of rare culture, not alone in his peculiar science of muteism, but in all liberal learning, so much of unselfish devotion and kindness, in his training and controlling of his pupils, and above all, so much of Christian thoroughness of character, mark and make up the man, that the State may congratulate itself in having him at the head of its Institution. And then all his assistants, throughout the mute departments are kindred in spirit to himself, so that, throughout all the building, and arrangements for the pupils, there is not only the utmost neatness and hygienic precaution constantly observed, but an air of genial quietness and the fragrance of christian principles, and christian lives, seems to pervade the whole place.

#### THE PUPILS.

During the past year there have been thirty-five pupils in the mute department, and three or four in the blind. It has been my privilege to witness the examination of these mutes, at one of their weekly examinations. I also was present during a part of the general examination at the close of the term a few days since. Many of them excel in penmanship. They readily master the other branches. The system of teaching here is very thorough. At the close of each week each pupil is faithfully examined in all that he has been over that week, and takes grade in his class, by a system of marks, according to his thoroughness.

The highest number in grade in this school is usually *eight*. During the past year, in this school, out of *thirty-five* pupils ten have reached the grade of *seven strong*, almost one-third of the whole.

As to the government in the institution, I can give no clearer idea than to quote Prof. Noyes own account of it, as found in his annual report for 1868. It is called

#### THE MONITORIAL SYSTEM.

He says:

Two monitors are employed—a male and a female—who are furnished with suitable books, or blanks, and when the pupils are not under the immediate supervision of one of the officers these monitors are expected to note every impropriety, and in case they cannot rectify the matter themselves, they are required to mark the offense against the individual's name, and report the same in due time to the superintendent. It is known to the offender that he is marked and will be reported. Saturday evening is specially set apart as a time when the pupils may call upon the superintendent, to converse upon any personal matters, and make such acknowledgment of mistakes or wrong-doing, as it may seem expedient to each to make. It is an

entirely voluntary matter, whether any one shall call or not. But it being understood that a voluntary acknowledgment or confession of wrong-doing is much more likely to be treated leniently, than if called up by the superintendent, and the fact that a public examination of the case, as recorded on the monitor's book, is pending, has so worked upon the minds of the delinquents the past year, that seldom has a public examination of a case, or any severe measure been rendered necessary. The fact that a boy knows he has violated any existing rule of propriety and good order and that it is known by others, and noted down, and in due time—usually on Monday morning—will surely come up before the whole school for investigation; and then the influence of two or three days and nights to reflect on his wrong-doing, meantime receiving kindness and attention from the officers and teachers: all these influences combined have exerted such an influence that seldom has an offence passed over Saturday night without a full confession, and a voluntary pledge of right conduct in future. And sometimes these confessions have been so sincere and hearty, that the real work of correction has been accomplished before there was an opportunity to administer it.

This system has been in operation two years in this school. At the close of the first year *two* pupils were found to have been perfect in their deportment. At the close of the second year seventeen were found with blameless records. Seventeen out of thirty five! I doubt if any school of non-mutes in the land of equal size can show such a record of deportment upon the part of its students.

Prof. Noyes informs me that the intellectual improvement has not, perhaps, ranked in increase with the increase of the score of behavior for the past year, but has ranked pretty well up with it. So that, in every respect, the past year has been one of crowning success for the whole institution.

ILLINOIS.

### A CITIZEN OF THE WORLD.

THE PHYSICAL ALPHABET.—Mr. Charles, Parker a deaf mute of Vermont, is in the country offering for sale, a sheet containing 100 illustrations of what he styles the *Brachial, Single and Double-hands figures and Indian hand Alphabets.*

The invention consists in making different parts of the arms represent the several letters of the Alphabet. The inventor claims this method of communication may be made serviceable, when distance prevents the use of the voice, and that it may be advantageously taught as a pastime and a calisthenic exercise in school, and his CHART is richly worth the fifteen cents he asks for it.

He has charts of his Alphabet for sale at 15 cents each. One dollar per 10 copies.—50 or 100 copies for half price and they can also be procured in packages of 50 or 100.

ADDRESS CHARLES PARKER, West Rupert, Vermont, *proprietor.*

☞ All orders sent to him by mail with the cash will be promptly responded to.

### PARTICULAR NOTICE.

All communications for the GAZETTE, and all subscriptions should be sent to PHILLO W. PACKARD, Editor and Proprietor. A list of our duly authorized agents can be found on our first page. We shall not be responsible for money sent to any other than ourselves or our agents, whose names we shall announce in our columns from time to time for the information of our subscribers.

Each one forms his own idea of happiness.

## CORRESPONDENCE.

*For the Gazette.*

## Sign and Oral Instruction.

MR. PACKARD:—I respond to your invitation in your July, No. that you "would be glad to receive any communications they" (the friends of signs) "may send us."

I am in favor of both plans and opposed to neither, and wish them tried; and to determine by experience, which is preferable. I am a semi-mute, and the only one I believe taught at the American Asylum by articulation entirely according to the course Mr. Turner took with me.

I arrived at Hartford in the Summer, or early Autumn, 1826. Mr. Clere introduced me to Mr. Turner, who observing that I was somewhat advanced in education, previously had at hearing schools in Georgia, did not consider it advisable to place me in any regular class, where signs exclusively were made the manual. Seeing I could articulate, and converse by speaking, and understood him tolerably well, he concluded to instruct me by the rules I had been pursuing in Georgia.

I boarded for most of my time in Mr. Turner's family. He gave me lessons in books to commit to memory, and rehearsed to him. When I boarded in the city, I had longer lessons in the Testament, and Grammar and Dictionary, which twice a week I went to his domicile to "say." Often I read, vocally, the English Reader, to himself, or Lady: and wrote many compositions in English which he corrected.

My education was imperfect. When I recovered my health, I set about educating myself, and by dint of long, painful and persevering studies, attained my present state of learning and knowledge.

I remember, oftentimes, that Mr. Turner had to spell on his fingers some words I could not understand from his lips. Thus, it seems, necessarily, the alphabet of the mutes must be an inseparable companion with articulation.

Thus *my* education was acquired. Let us observe the effect. I no more hear than the most *Sourde* of our Tribe. Many a congenital mute, even hears better than I. I am among the deafest of the deaf! Still I was not born deaf, but so became by nervous fever, or *neuralgia* at the age of seven.

The fact is, that though I am constantly talking with my neighbors, servants, and all, by *viva voci*, I understand nearly all they say, but they have to use the most common terms of conversation. Should they use the Latin or other derivations, I do not understand them, until they substitute a broad Saxon! Often my most familiar friend has to repeat some terms, three or four times, one word before I can get the meaning! I never conversed at all by signs in my family, or with my neighbours.

I do not think that articulation the least contributed to my learning, unless it be by my silent oral stress put on the letters, as I read: and I know if I had not previously been taught vocally in Georgia, especially *ere I became deaf*, that the sign language would have been my main stay and resource.

Oral instruction to one who cannot hear *readily*, without the sign method as the *principal reliance*, appears to me a poor resort. It will not make literary proficient,—but *mediocre* scholars, while the improvement of speech to converse with the hearing world, will not compensate for lettered defect. Mr. Gallaudet's and Mr. Clere's wisdom therefore, was the anchor of hope of our unfortunate people. Better a perfection as a reader and writer, than a proficiency only as a speaker! My method of talking with my friends,

even, and persons I wish to understand, is writing. Many say they do not converse with me because I cannot hear them. There is no fixed rules for articulation unless some familiar common words are used—the least variation, or substitution of other words will confuse. My opinion, therefore, is that signs are "pre-eminently" the thing—and all the mutes need is to study and read *after* graduating, to grow in knowledge.

J. J. FLOURNOY.

P.S. I had a brother, who was deaf from birth, but had an imperfect power of speech. He was educated in the Virginia Institution, prior to 1820—22. He never used signs, but invariably conversed by tongue. Whether he was taught by signs, or orally, I do not know. His education was very imperfect and his oral conversation never improved his mind. No one is going to talk profound and instructive matters to one who can understand nothing from the lips, but the simplest and plainest words.

In conversing with *me* my *best* recourse is to pencil and paper or slate. It is then men talk learnedly and profoundly, and by this method I have engaged with many a person in deep discussions. This is the most reliable plan for deaf persons, as it the most improves the mind and facilitates literary and intellectual advancement. Our best resource is the *book* and the *pen*. Those mutes who, like many ignoble hearing folks, do not like to read or to write, are recreant to their education, forget it, and pass life pretty much as if they had not been to the Asylum, and then they that worship speech, which will always be imperfect for and with them! It is our lot *We must improve by reading.*

F.

New York, July 15, 1868.

EDITOR GAZETTE:—The *Gazette* came due, I had almost despaired of ever seeing it again, am glad it is still to continue its monthly visits until the year is ended. It seems more and more interesting each time it comes round, filled as its columns are with good reading matter. Really you are succeeding gloriously, better than you yourself ever dreamed of. You have the generous aid and support of intelligent and competent contributors, whose able pens do much towards its better advancement. You have my hearty sympathy, and I will do what I can towards its furtherance. I dare say most of your helpers are gentlemen, but are there not a number of ladies among the great mass of mutes throughout the country (semi-mutes, I may refer to) who *could* do something for the *Gazette* in the literary field? Though you do not regard your paper as sectarian, permit me to say, that I think women should use the pen for the good of humanity, and where superior intellect and good, sound common sense are most prominent, what can she not do, what *has* she not done? Excuse me, please, I do not intend to give an uncalled for lecture on the merits and virtues of women, you know enough.

Should another paper for the deaf and dumb find its way into existence, it might be a sad blow to your anticipated prospects, however, we will not look for uncertainties where they are not wanted and are unnecessary.

I have read Prof. I. L. Peet's remarks in this year's annual report of the New York Institution, and will not hesitate to say that I fully agree with his views on articulation, lip-reading and sign-language. A good hit to Mr. Hubbard. To teach mutes who lose their hearing in early childhood, may do very well in its way; to try to make those born deaf and dumb to talk looks absurd. It is not for me to dictate, I leave it to older and more experienced heads to solve and discuss the matter.

I was at the late examination at Fanwood, the day was one of

alternate sunshine and shadow. They succeeded very well, I should think, with such a man as Prof. Peet to lead them off. He is eminently fitted for his post, just the very man, do you not think so? Who could better fill his place except his venerable father?

LOUISE.

### ARTICULATION.

Teach the dumb to speak!—as well teach a dog to read—a pig to write—and an elephant to dance a jig. In time you might accomplish them all, but consider the time,—consider how short is the time we have in this world,—consider the trouble and patience, and common sense will give the answer.

All men, in all countries, and in all nations agree that the quickest and most accurate method of accomplishing a thing, is always the best.

Here take the term Articulation versus Signs, and consider them separately. It is evident that they differ greatly in their different modes. What are the modes? Articulation employs the lips—the expression—the features—the eyes. Signs employ the hands—the eyes—the pen—the pencil—the crayon—the arms. What is the time? This question can be better answered by an instance. Take a little girl and put her under instruction under the method of signs. In *two years* call again. Notice particularly her improvement in her various studies. Then go away. Put another little girl under the method called Articulation. In *five years* visit her and you will find her improvement no more than equal to that of the other little one's after two years' instruction by signs.

Semi-mutes, in Institutions where signs are used, when they, by this method, have acquired a knowledge of the nature of words and have clear ideas, and distinct notions, may be taught a little articulation.

It may be useful to devote fifteen or twenty minutes of each day to the improvement of this faculty,—but it is not very agreeable to hear visitors remark that "they do speak just like Balaam's Ass."

In foreign countries, deaf mutes have to associate with people who cannot read, Articulation may be useful so far as they are concerned, but in our own enlightened country—Our Republic—Our home of the free—and the land of the brave, we can never expect to become useful members of the Society by simply being educated in Articulation.

It is a monstrous waste of time.

True, by our being educated in signs, we will become merely a "writing machine," but we must say in the words of Spencer the penman, "Guide well the pen, its magic touch can fling

The gems of knowledge from the mind's plum'd wing."

Here the author says nothing of the lips, and it is also evident from numerous facts that it is much better for the Deaf and Dumb to become a "writing machine" than a "speaking machine" when they are as deaf as a post.

Nine hundred and ninety-nine persons out of a thousand would much rather converse with an intelligent deaf mute with his pencil, than with his lips.

I will here relate an incident that occurred some time ago in one of our Western cities and which was rather hard on the young Articulator.

A deaf mute was one day walking along the streets of a Western city when he was accosted by a stranger who asked him something. Having previously received most of his education in articulation, the deaf mute went up closer to the stranger to obtain a clearer view of his lips, when to the stranger thinking it an insult to have his features so closely scanned, the consequence may be easily imagined, for the

young hopeful was kicked clean into a snow-bank where he soon learned the danger of practising articulation.

What a useful member of Society this young hopeful must have been, thus to stir up the anger of a harmless, unoffending, but inquisitive stranger.

I can conceive no idea of the use of those Institutions, now in this country, for the education of the deaf and dumb by Articulation. Were I a parent I would never send my child to one of them. I speak from *experience* and not from the opinion of others, and therefore would refrain from sending their deaf mute children to such Institutions, but rather to those such as the New York Institution for the Deaf and Dumb. Yes rather than to any articulation school on the globe.

And, should any one doubt this, he may just put down all opposition and give us a call.

SHE CARGO.

(It will appear by reference to the Report of Mr. Gillet, Principal of the Illinois Institution to his Trustees that Mr. G. does not entirely agree with the writer of the article.—Ed.)

For the Gazette

### The Virtuous Woman.

Who can find a virtuous woman? Her price is far above rubies. Her will is obedient to the law. Her mind is controlled, and restrained from evil actions. Her thoughts seek the way of salvation, and eternal life. Her earthly pilgrimage cheers and praises her Father, and thus her noble character and womanly influence makes us glad. She was born meek, having a lamblike disposition, and the grace of her Father will rest on her head forever.

Strength and honor are her clothing, and she will rejoice in time to come. She acquires strength and honor, though she is one of the rare class of women. She knows she has to labor hard for her living, but she always does it with patience.

She knows that enjoyment is a tree with fruit. Moral beauty is her precious jewel; and godliness her natural gift. Her smile is the cheerful smile of virtue, and true love toward God and her husband. And likewise the wiseman says that "the heart of her husband doth safely trust in her, so that he shall have no need of spoil."

Years have rolled on, and only a few virtuous men haply have claimed the love of a virtuous woman. Indeed from age to age, there have been but a few virtuous women. More ought to come, since a few have passed from their earthly home into the regions of the blest. But as far as I can say, we are unable to ascertain her hidden nature, true heart, and deep thoughts. None of us know her heart, and hidden thoughts, but her friend in particular. In the holy connection of conjugal relations, she marries only in her Father. And when encircled with sweet little children, she earnestly worships Him, and His Holy Spirit to fill their hearts with truth and godliness. She treats them with tender love and care, and after a long time her children arise up, and call her blessed, her husband also praiseth her.

Many daughters have done virtuously, but thou excellest them all.

ALBERT ISADORE.

This essay was delivered to the Society, Christmas morning, by one of the students in the High Class of the Illinois Institution.

Oscanyton, the Turkish chess player, gave a lecture for the benefit of deaf mutes at St. Ann's Church, in Eighteenth st. N. Y., on the evening of June 30.

Learning makes a man fit company for himself.

## Instruction of the Deaf and Dumb.

REPLY TO MR. CARLIN'S LETTER.

*To the Editors of the Evening Post:*

The letter on "Modes of Deaf-Mute Instruction" which appeared in your paper of April 30 may have a weight attached to it from the name of a well-known deaf mute of eminent ability as an artist and otherwise, which the intrinsic value of its statements would not give it. Permit me to reply.

Mr. John Carlin, after much study and travel, has "come to the conclusion that teaching deaf mutes articulation is a possibility." I am not aware that any body denies the possibility. The point at issue is not the bare possibility, but the practicability of teaching deaf mutes to speak, and the practical value to them of such articulation as they can attain.

Those who have most carefully and faithfully investigated the subject testify that while the pantomime of the deaf mute is interesting, and intelligible on many occasions of prime necessity, his articulation is disagreeable to the ear and, as a general rule, unintelligible to those not in the daily habit of hearing him speak. This is the case, more or less, even with those who learned to speak in childhood before the loss of hearing, and, of course, to a far greater extent with those who never learned to speak in this natural way, and who, therefore, can only be trained painfully and laboriously to an imperfect mechanical kind of utterance.

On this subject there are many wild and exaggerated tales in circulation. Children are to be found in nearly every school for the deaf and dumb who had learned to speak pleasantly and fluently before becoming deaf, and who still speak, if not pleasantly, at least intelligibly. This power of utterance can be improved by judicious care. In articulating schools, such pupils at once attract the attention of visitors, who take it for granted that they are deaf and dumb from birth, and go away with the impression that all the rest of the school can speak as intelligibly as these—an impression very wide of the fact. On this point I could, if I had time, cite some notable examples. I can now only refer to the testimony of Dr. Day, who visited many of the best articulating schools in Europe. He states that "on the whole it may be safely said that the utterance of the pupils is so indistinct and unnatural as to convey only single words to the hearer. The greater part of the sounds they make in attempting to speak, it is altogether impossible to understand." Such a result does not seem a very inviting reward for the wearisome labor of years, to the neglect of much more valuable acquisitions.

Even the articulation of an accidentally deaf man who had spoken fluently in childhood, while of value in his own family, is a very uncertain reliance among strangers. In nine cases out of ten, as the writer can testify from his own experience, he finds it both more sure and more pleasant to resort to writing for the transaction of business or in making inquiries. Of course this will be in a much greater degree the case with one whose articulation was acquired by the unnatural process of pulling his mouth about with the fingers, and putting his tongue in the right position with paper-folder.

On this point even Mr. Carlin adds his testimony on our side. He says that "after careful investigation, I found the German method of teaching articulation so defective in many respects that the mute learners could not have mastered it, though they indeed could speak many words easy of pronunciation." Now, if the German method, improved by more than a century of practice in the hands of able and zealous teachers, is "so defective," where shall we find a better? Nearly all the English teachers of deaf mutes have abandoned the attempt to teach articulation, except to those who already have learned through the ear to speak more or less, and the French teachers confine their efforts to this last class. The advocates of articulation in this country point us to the German method as the best exemplar. Mr. Carlin strikes this favorite weapon from their hands, and relies on the untried powers of "some successful professor of elocution." *Omne ignotum pro magno.*

As to reading on the lips, the instance related by Mr. Carlin is utterly incredible; he will pardon me for saying so, since he only repeats it on the testimony of others, whose character for accuracy we know nothing about, and whom no competent person has cross-examined. An old lady of seventy-five years, so the story runs, possess such "keenness of perception" and "strength of memory" that,

though she became totally deaf at the age of fifty, she still attends her church, reading on the minister's lips, and "can repeat the sermon soon after it is delivered." Of this marvellous statement every reader will believe as much as he can swallow.

Such stories have often been built upon a slender foundation. It is quite easy to distinguish, at a short distance and in a full light, many strongly-marked words, persons of very quick perceptions are often able to guess at the substance of the rest. In this way some deaf-mutes can hold a conversation with those whose peculiarities of utterance they are familiar with, closely face to face, with careful utterance and more or less repetition. But this labial alphabet is, at the best, very indistinct, and takes on the mouths of different speakers variations that baffle those not well accustomed to them, and it becomes quite illegible at the distance of a few feet—in most cases of more than five feet. Some deaf mutes, of course, possess greater perspicacity and power of vision than can be looked for as an average result; but every chess-player cannot become a Morphy; and for the most expert there are limits not to be passed, causing communication by labial reading at the best, to halt far behind the ease, certainly and rapidity of either speech or gestures, or even, in most cases, of the manual alphabet.

Mr. Carlin's assault on the language of signs reminds me of the charge of the novice, in training for the tilt-yard, upon the wooden knight that whirled round at the unskilful stroke and hit his assailant in the face. He calls it "a language that makes monkeys of deaf mutes." I beg to assure the reader that Mr. Carlin here does great injustice to himself. I have seen him deliver to a deaf mute assemblage eloquent and impressive lectures in this language of signs, and I venture to say no deaf mute assemblage ever seen in this world could have been as well charmed and edified by an oral discourse by the best "professor of elocution."

Had I seen a teacher of articulation addressing his pupils orally, with the usual mouthing and grimacing and gesticulation which Dr. Day informs us most of those teachers indulge in, and which is usually necessary to enable the deaf mutes to seize the words conveyed by the indistinct motions of the lips, the comparison to a monkey would be more likely to occur to me.

The great point which Mr. Carlin seems to make is, that Dr. Peet is inconsistent with himself in holding signs to be the best instrument of instruction, and yet admitting that they may be used too much. I cannot find any inconsistency in the case. Teachers of speaking as well of deaf mute pupils will, with entire unanimity, admit that the best and readiest mode to teach a foreign language, is to avail ourselves of the pupil's own vernacular for the explanation of the new words and phrases. Are they inconsistent when they add that these words and phrases being thus taught, the pupil will fix them more firmly in his memory, and make more rapid progress, if he is made to use them as much as practicable in conversation?

If a teacher of French, for instance, says to his pupils: "Talk French more among yourselves; if you talk English all the time you will not learn French nearly so fast," does he thereby, under the penalty of being held inconsistent, preclude himself from using English to explain French words and phrases? The case of a deaf-mute learning our language in its alphabetic form by means of his own vernacular language of signs is, in all the points essential to the present argument, precisely similar to that of a child learning a foreign language by means of his own vernacular; except only in this great difference, that whereas the French presents a mode of communication as rapid, as convenient, as eloquent, when once learned, as the English, on the contrary neither writing nor the manual alphabet (much less articulation) can afford for the deaf-mute a means of communication comparable for rapidity, impressiveness and graphic eloquence to his own language of signs. No wonder, therefore, that the propensity of deaf-mutes everywhere, on whatever system instructed, to converse among themselves by signs rather than words is so difficult to be overcome, and demanding special attention from the teacher to induce them to make practical use of that language of words which they are to use when they leave school and go into the world.

A SEMI-MUTE.

MR. CARLIN'S REPLY TO THE ABOVE.

*To the Editors of the Evening Post:*

An ably-written article in reply to my letter appeared in your



paper of July 22. You will have the goodness to allow me to reply to that, for it contains certain points, which cannot be permitted to pass unanswered, as the questions now at issue are of vital importance to the welfare of deaf-mutes at school as well as at home.

Its signature is anonymous. There are so many semi-mutes over the land that it would appear difficult to detect the writer among them; but its style—like the exposed horns of the fugitive deer in the barn—betrays him. He is the one who has for years served Dr. Peet with his pen.

Mr. Semi-Mute says my letter "may have a weight attached to it from the name of a well known deaf mute, of eminent abilities as an artist and otherwise, which the intrinsic value of its statements would not give it." A queer compliment.

After remarking that he is not "aware that anybody denies the possibility," this being an equivalent to an acknowledgment of the fact, he says, "the point at issue is not the bare possibility, but the practicability of teaching deaf mutes to speak, and the practical value to them of such articulation as they can attain." Logically and philosophically, positive possibility is akin to practicability. To undertake an enterprise, being ascertained possible, is practicable only provided it is to be done with right means. Since the fact that many mutes have been taught—imperfectly, of course—to articulate, and are found at all places in the possession of the ability, more or less in quantity, to communicate orally with hearing persons, is established, the practicability of teaching articulation and the necessity of modifying and perfecting the hitherto defective mode will be demonstrated in the following remarks. As Mr. Semi-Mute demands what is the practical value to deaf mutes of such articulation as they can attain? the attention of all the opponents of articulation is respectfully called to the analogy which is presently to be introduced; and I trust prejudice will not be allowed to obtrude itself upon their minds while viewing the point.

I ask: What is the practical value of an artificial leg to the man who has lost his leg? Why do crutches not answer as well as the artificial leg? The practical value of the artificial leg is its enabling him to walk with ease and convenience; hence its value is great; but the crutches retard the locomotion of their wearer and disfigure his body more particularly his shoulders, hence their company is not much courted. Now, by reason of the mechanical arrangement of the artificial leg the man limps somewhat, and cannot be expected to run as fast as he wishes. So the deaf articulator, taught by the method now in vogue, speaks with perceptible inaccuracy of accent, and, considering his want of the auricular sense to guide his pronunciation, it is impossible for him to equal the hearing in fluency and correctness. But, like the artificial leg, proving useful and convenient to its owner in all his walks of life, our articulator, in communication with speaking persons in stores and elsewhere, finds speech often more convenient and useful than writing. His imperfect pronunciation may be taken for stuttering or some other lingual defect, and therefore meets more compassion than derision. There is some truth in the assertion that deaf articulators cannot read well on strangers' lips; but if they follow the example of my French friend, a born deaf articulator, of whom I spoke in my letter, there is much reason to believe they will be comparatively successful in the attempt. I have often witnessed the manner in which he caught words on strange lips. Coming in contact with strangers, it was his habit—accidentally contracted, I believe—to turn his right or left ear to them at the same time he looked askance at their lips. They observing the listening posture of his head, naturally took him to be hard of hearing, and accordingly spoke aloud. Loud speaking always renders the motions of the lips and tongue more conspicuous. In this way he never was at a loss to catch spoken words.

As the artificial leg, however excellent in its workings is by no means perfect, and consequently is susceptible of improvement by the inventive genius of man, so the articulating mode will be so, even in fifty years hence.

To sum up. Speech is a necessity to deaf mutes and also semi-mutes—such as are capable of attaining it—in such circumstances as have been indicated; its practicability is incalculable, and the necessity of improving the mode at whatever cost is earnestly urged for their good.

It must not be taken for granted that I wish articulation to be taught, to the exclusion of the other modes of instruction. Far from

it. Finger-spelling and writing are, in my opinion, the most important, the surest medium through which to acquire knowledge and the command of grammar. And with the exception of such signs indispensable to the explanation of the grammatical rules, all useless signs should be banished from the school rooms. Mr. Semi-Mute says: "As to reading on the lips, the instance related by Mr. Carlin is utterly incredible." It refers to the old lady, spoken of in my letter, who read on her minister's lips and could repeat his sermon soon after it was delivered. My informant—her own nephew—is a gentleman of wealth and high respectability. His integrity is so great that he is entrusted with several high trusts of much responsibility by railroad companies. Strict integrity implies the love of truth; his love of truth does not allow him to trifle with truth, and therefore his statement is true.

After futile efforts to discredit that fact, which is indeed a stumbling-block to him and others, the skeptic unconsciously ejaculates, "It is quite easy to distinguish, at a short distance and in a full light, strongly marked words on the lips." Balaam went to curse the Israelites, and blessed them. Since that admission has settled the question as to the propriety of engrafting articulation on the system of deaf-mute instruction, I shall now proceed to the subject of signs.

He writes: "Mr. Carlin calls the sign language a language that makes monkeys of deaf mutes." I confess I am delighted to find our readers' memory thus refreshed by the fact as quoted above, which I stated in my letter. "I beg," he continues, "to assure the reader that Mr. Carlin does great injustice to himself. I have seen him deliver to deaf mute assemblages eloquent and impressive lectures in this language of signs, and I venture to say no deaf mute assemblage ever seen in this world could have been as well charmed and edified by an oral discourse by the best professor of elocution." Very well. It is, perhaps, proper to repeat here what I said in a Boston paper, in assigning the reason why I still use signs in lecturing before deaf mute assemblages, my abomination of them notwithstanding: "Seeing that thousands of poor mutes must have been taught the sign-language, and their habit will keep their arms moving about in all fanatical angles and curves as long as they live; and that most of them are not familiar with many words generally spoken, phrases and complicated sentences, it would be impertinent of me to spell out my whole discourse before them. The deep interest which I take in their intellectual and moral welfare is shown in my willingness to use signs in lecturing on any subject that may be profitable to their minds."

The subject of signs is one which cannot be well understood by the uninitiated, and for this reason it beehoves me not to tax their patience with an unnecessary discussion of it; but it seems proper to give them an insight into the effects which this alluring language makes on poor deaf mutes both physically and intellectually.

The signs, all know, are made by the arms and hands gyrating in different forms to represent objects, actions, etc. The quick movements of the arms and hand operate greatly on the muscles of the neck, and face, and these muscles, in particular the platysma myoides, risorius and orbicular oris, together with nervous filaments, are brought into full and wild play, thus distorting the facial skin in grimaces strongly semblant to a monkey's. Hence, since obstinate men are appropriately called mules, why should grimacers not also be called monkeys? Besides, the larynx is also disturbed thereby, and, consequently, emits disagreeable croakings. Nothing but severe training can regulate those movements. By this process many mutes, as well as hearing persons, have become fine sign-makers, with undistorted faces. For example, Dr. Peet's gestures, on account of his commanding height and hearing, are grand, often graceful and impressive, and his son Lewis's perspicuous and harmonious. Now, I hope Mr. Semi-Mute will see by what process I was enabled to deliver "eloquent and impressive lectures." I regret to say there are still thousands of mute and hearing sign-makers who have not undergone this process of severe training.

By their excessive attractiveness, which does not arise from their beauty, but from their copiousness and extravagant freedom of action, the signs exercised a powerful influence on the deaf mute's mind. Everywhere, even in schools, they are played to the fullest—the words being neglected almost *in toto*. The impressions of signs on his sensorium, far outnumbering those of words, are always kept afresh, while the words, long in disuse die one after another away.

Nothing but constant application to finger-spelling, writing and reading, can prevent his retrograding to his original ignorance. Too much indulgence in sign-talk produces a distaste for study, even reading. This truth is confirmed by the remarkable admission of Dr. Peet, himself the foremost advocate of the language of signs: "I admit that signs are too constantly in our institutions; that teachers and pupils are too apt to yield to the temptation of using this graceful, picturesque and rapid mode of communication, to the neglect of the language of society, of newspapers and of books, in which it is so important for our pupils to have practice."

I beg the reader to remember that the fatal attractiveness of this language, which, curious enough to say, Mr. Semi-Mute, praising it as enthusiastically as could be, does not practise much, has caused it to be the vernacular of deaf-mutes all over the world; and this vernacular has done more injury than good to their philological knowledge. As might be presumed from its irresistible sway, as long as it is encouraged at schools it can never be suppressed within proper bounds.

The reader may doubtless meet well-educated mutes at school, but must not—to borrow Mr. Semi-Mute's language—go away with the impression that all the rest of the school can spell and write as intelligibly as these—an impression very wide of the fact, I substituted "spell and write" for "speak" which he used in allusion to German schools where articulation is taught.

Suppressing this language within proper bounds in schools is a possibility, not bare but positive. How? By introducing therein another new *modus operandi* which a person has recently discovered and is preparing a work upon. Thereupon it is hoped that all candid advocates of the sign-language will pause and wait for its advent and welcome it, if it proves to be the very desideratum which has long been looked for.

And, in conclusion, I cannot leave without saying a word about Dr. Peet. Under these disadvantages he has done his best to promote the deaf mute education; and in this arduous labor he has succeeded thus far, and with a comforting conscience that he has been a faithful laborer in the vineyard, he will soon retire to private life.

New York, July 6, 1867.

JOHN CARLIN.

#### New York Institution for the Deaf and Dumb.

##### INTERESTING EXERCISES OF WEDNESDAY.

June 20, 1868.

The beauty and intellect of New York city and its vicinity were well represented in the assemblage attracted to this noble Institution yesterday, on the occasion of the annual meeting to choose officers and directors for the year. This business was accomplished by the re-election of the old Board of Directors, with two or three new ones to supply vacancies. Among the new members I am glad to announce Rev. F. A. H. Barnard, D. D. and L. L. D., President of Columbian College. Dr. Barnard was thirty years ago, one of the teachers of this Institution. He went South as a professor in the University of Alabama; from which he was transferred to the Presidency of the University of Mississippi. When the war broke out, he was placed in a difficult and dangerous situation, but fortunately escaped to the North, losing, however, his valuable library. His brother was and is a general of Engineers in the U. S. army.

It is remarkable how many of those who, as graduates fresh from college, have formerly been teachers in this institution have since risen to eminence in intellectual pursuits.—There are several who are now heads or professors of colleges, and the principals of three institutions for the deaf and dumb at the West, two of whom we were very glad to see here today—Mr. Bangs of Michigan and Mr. Wilkinson of California. There seems good reason for the theory put forth by our accomplished Principal that the study of the language of signs has a tendency to enlarge and discipline the intellect.

After the election, and a general inspection of the classes and of the admirably planned buildings, the life members of the society,

with their friends, gathered for the occasion, and a large company of curious visitors were treated to an exhibition of the attainments of the pupils, and of some of the processes of instruction.

Six very small children, who had been under instruction only eight months, first appeared on the platform. It would not be easy to find six such bright and happy looking children in any school. Being asked how old they were, they wrote respectively six, seven, eight or nine years. The smallest of them all, a little cherub of six years; who, a few months ago, knew not a word of our language, and could make very few signs, now wrote with a readiness and in a neat and legible hand writing that would do credit to a child of ten gifted with all its faculties. With the Principal, (I. L. Peet) who evidently had that sway over the hearts of his pupils which is given by the magnetism of kindness, and that access to their understanding, which is only possible in their own language of signs, she conversed with a rapid play of her tiny fingers spelling out words as it were in diamond type. Evidently the minds and hearts of these little ones have developed under the influence of the language of signs, putting the once isolated minds into full communication with those around them, as the leaves and blossoms are developing under the genial sun of May.

Small as they were, they answered readily and correctly several questions on the being and attributes of that God, of whom none of them had ever received any information before they came to the Institution.

The Principal added to the interest of the occasion by showing that his own little son, but seven years old, could converse with his little deaf mute playmates readily by signs and by the manual alphabet. Indeed I am told that the little Walter began to speak.

Three young gentlemen and three graceful and intellectual looking young ladies, members of the high class, were then called to the platform. The former dashed out their thoughts with the crayon in bold characters legible far across the spacious chapel, the latter wrote their fancies in a finer and more delicate chirography, to read which your reporter had to go nearer. After each had written a few lines of welcome to the new Board of Directors, a gentleman inquired their views on the great topic of the day, the impeachment trial of Andrew Johnson. One of the young men probably showed the influence of democratic connections at home by writing that "the Senate has not removed him, and it is doubtful that it ever will, as it is considered by many in favor of his acquittal, that it is quite hard to find a man who can guide the ship of State through its course more successfully than Andrew Johnson can."

But the more general sentiment was one of regret at the failure of the prosecution. One young lady, perhaps, hit the truth by saying, "I do not know if their conscience told them it would be right to keep Johnson in office, but perhaps they were afraid of something else."

Being asked what is chemistry? One replied, "Chemistry is the science that investigates the composition of bodies." One young lady favored us with an impromptu chain of reasoning, which must be admitted to be ingenious, whatever flaws a good logician may detect in it:

"If we knew nothing of (practical) chemistry, we would have neither ink nor paper.

"If we had neither ink nor paper, we should have no kind of books.

"If we had no kind of books, we could not have the Bible.

"If we had not the Bible, we would be heathens."

On occasions like this nothing excites more interest in the audience than the exhibitions of the nature and power of the language of signs

and pantomime, the native language of the deaf and dumb. Mr. Gamage, one of the deaf mute teachers, favored the company with some of his unrivalled representations of the passions and emotions. No one could see his pantomime without recognizing the fact that here was a language, so far universally intelligible and graphic beyond any spoken language. Another deaf mute afforded great amusement by his strikingly graphic delineation of the habits and actions of men and animals. As a hawk he seemed to float on expanded wings; as a dog, one could even see the wag of the tail: as elephant, we saw the heavy tramp, and the flexible trunk; as a man driven to the dentist by a raging toothache, we were as vividly reminded of one of the sharpest evils of humanity as if the real scene were before us.

A somewhat novel feature of the exhibition was the recitation, by signs, in concert by six beautiful young ladies, of the fine hymn beginning—

Nearer, my God, to Thee!  
The last verse was peculiarly impressive;  
Or if on joyful wing  
Cleaving the sky,  
Sun, moon and stars forget,  
Upward I fly,  
Still all my song shall be  
Nearer, my God, to Thee!

It is in their own language of signs alone that the deaf and dumb can unite, whether in prayer or praise. J. R. B.

## NOTICE.

### New England Gallaudet Association of Deaf Mutes.

In accordance with the vote of the Board of Managers, the Eighth Biennial Convention of this Association will meet at Brattleboro, Vt.,

WEDNESDAY, AUGUST 26th, 1868,

and will continue in session two or three days.

A large gathering of mutes and their friends is expected, including many from other states.

On Wednesday, the 26th, the customary meeting for the election of officers and transaction of other business will be held. In the evening, Rev. Dr. Gallaudet of New York, will preach in the Episcopal Church.

On Thursday the 27th, an oration will be delivered by Prof. James Denison of the National Deaf-Mute College, Washington, D. C., formerly of Vermont. There will also be addresses by other gentlemen, both deaf and hearing. Rev. Dr. Gallaudet, will with his usual courtesy, act as interpreter for hearing persons unacquainted with signs. In the evening a social reunion will be held.

We are happy to announce that all the necessary arrangements have been completed.

Those passing over the following Roads, or in the Boats named, must pay FULL FARE, and will be provided with FREE RETURN TICKETS at Brattleboro, by the secretary, viz:—

Albany, Saratoga (N. Y.) and Rutland Railroad.	
Androscoggin	"
Boston and Albany	"
Boston and Providence	"
Boston, Clinton and Fitchburg	"
Boston and Maine	"
Canal (Conn.)	"
Concord and Nashua	"
Connecticut River	"
Connecticut and Passumpsic Rivers	"
Eastern	"
Fitchburg	"
Fitchburg and Worcester	"

New London Northern	Railroad.
New Haven, Hartford and Springfield	"
Norwich and Worcester	"
New York and New Haven	"
New Haven and Northampton	"
Old Colony and Newport	"
Portland and Kennebec	"
Portland, Saco and Portsmouth	"
Providence and Worcester	"
Rutland and Bennington	"
Rutland and Burlington, and Vt. Valley	"
Rutland and Washington (Vt.)	"
Vt. and Canada, Vt. Central, and Sullivan	"
Vermont and Massachusetts	"
Worcester and Nashua	"
Hartford and New York Steamboats	

Those going over the Northern (N. H.), Concord and Claremont, and Contoocook River, R. R. must get a certificate from the ticket clerk, certifying that they have bought a regular ticket to West Lebanon or Nashua; the certificate to be delivered to the secretary of the Convention in exchange for a free return ticket.

Between Oxford and Portland, on the Grand Trunk Railway, at any season station, tickets to Portland and back can be had by payment of regular fare one way.

The Boston and Portland Steamers will give free return tickets on board to those paying *two dollars* to Boston.

Steamers CAMBRIDGE and KATAHDIN (Bangor and Boston Line) will provide those paying full fare to Boston with free return tickets on board.

Steamers STAR OF THE EAST and EASTERN QUEEN (Boston and Bath Line) the same as the Bangor steamers.

When they buy any of the above tickets, they must tell the ticket masters that they are going to the Deaf Mute Convention at Brattleboro, and NO TICKETS WILL BE GOOD TO RETURN UNLESS COUNTERSIGNED BY THE SECRETARY AT BRATTLEBORO.

Only members of the Association will be furnished with return tickets *gratis*.

Those starting from Boston for the Convention will take either of the two trains at the Fitchburg Depot, 7 1-2 and 11 A. M.

We have recently been to Brattleboro. The situation of the town struck us with admiration, as it is very hilly on all sides and a handsome town indeed it is a most excellent choice for the convention.

All the hotels are nearly full, owing to the summer resort for health and pleasure, and therefore we had to work hard for the accommodation of the convention, but, however, have successfully engaged the following places of boarding and lodging, viz:—

The Brattleboro, Revere, and American Hotels will charge two dollars per day to our friends. Their regular pay is from \$2.50 to \$3. per day.

Hosford's handsome boarding school house (where it is now vacation), and Glen Hotel in West Brattleboro, two miles from town, will take those who choose to go to them for one dollar per day, not including dinner. They can find their dinner in either of four dining saloons in town.

The omnibus and other carriages will ply between town and West Brattleboro.—A pleasant drive.

If necessary, there will be extra accommodations for lodging in the Lower Town Hall at reasonably low prices.

The new and handsome Town Hall has been engaged for the use of the convention and the committee of arrangements will be found constantly on hand for information, &c.

The Veteran Laurent Clerc will be present.

W. K. Chase, Charlestown, Mass.

G. A. Holmes, East Boston, "

Committee of Arrangements.

Where is the best place to dine?

At C. D. & I. H. PRESHO'S

10, 12 and 14 City Hall Avenue,

BOSTON.

At all hours of the day and seven days in week.